

Avon Grove School District

Strategic Intent & Implementation Framework

Strategy #1: Full Day Kindergarten (FDK)
Presentation Date: October 8, 2015
Revision Date:

Strategic Intent (Goal)

What are we trying to accomplish?

The Avon Grove School District will develop and implement a full day kindergarten program for all students in the district to provide a strong foundation in academic, social and emotional skills so that our students are exceptionally well prepared to succeed. By implementing a full day kindergarten program, we will increase learning opportunities for all incoming kindergarten students with the intent to attract students to AGSD by offering a high quality full day program.

Rationale

Why is accomplishing this important to achieving the mission/vision of the district? How does this strategy influence other strategies?

The implementation of a full day kindergarten program will provide increased instructional time and learning opportunities for all students. Students who have been historically underperforming in the district, such as English Language Learners (ELL) and students in special education will have extended programming that will provide interventions and supports to increase their growth beginning in their first year of school. Access to kindergarten will increase for students of working parents who are unable to provide day care or mid-day transportation and as a result, opt to keep their children out of kindergarten altogether. As students leave the full day kindergarten program and move through the elementary and secondary grades, the strong foundation provided by the program will promote the continued academic growth of our students so that they are well prepared to succeed.

By extending kindergarten from half to full day, AGSD will be able to provide a competitive program with charter and neighboring schools to draw students to the district. Increasing enrollment in the district from charter schools will reduce expenses paid to those schools.

The strategic action of creating a full day kindergarten sits at the top of the Actions Influence Map without any connecting lines to other strategic actions identified during the Actions Co-lab. Participants in the Co-lab did not believe that by creating a full day kindergarten program there would be an influence on the other strategic actions on the influence map. The participants felt strongly that it is important for the district to offer full day kindergarten so that we can provide a strong foundation for students by implementing a balanced and rigorous academic program for children upon entry into school.

See attached Actions Influence Map

Success Measures	Verification
<i>How will we measure success?</i>	<i>What data sources/methods will be used to track and validate measures?</i>

<ol style="list-style-type: none"> Increase in the number of students enrolled in kindergarten Increase in the percentage of students meeting or exceeding grade level expectations in core subject areas at PLE Increase in the number of students exited from ESL at PLE Survey data that measures overall parent satisfaction 	<ol style="list-style-type: none"> Enrollment data Progress reports and summative assessment results ESL exit/monitoring data End of year FDK parent survey
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Assumptions

What other conditions must exist for this intent to be achieved?

- Sufficient funding to implement a high quality full day kindergarten program is essential. Cost analysis must include staffing, materials/resources, transportation, facilities, technology, professional development and charter school tuition payments.
- Adequate facilities to support the move from a half day program to a full day program are fundamental. This requires a comprehensive review of building utilization and impact of potential increased enrollment of the facility usage over time. The Facilities Study conducted in 2015 is a crucial part of this strategic intent.
- A comprehensive analysis of enrollment projections related to the implementation of full day kindergarten must be considered as part of this intent.
- Strong communication strategies need to be utilized to engage the community in the movement to full day kindergarten. Clear communication and opportunities to share and gather feedback are necessary. Creating opportunities to update the community

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on the strategic intent are critical to the success of the initiative.

- Attention to and consideration for the developmental needs of five and six year old children are essential to the design of the full day kindergarten program and curriculum.
- Professional development for teachers and staff implementing full day kindergarten must be carefully designed to ensure that the program is implemented in a manner that maximizes the additional instructional time and meets the developmental needs of the young child.

Research/Evidence

What research or documentation supports that if we accomplish the intent we will achieve the desired outcomes?

The research supports that access to a quality full day kindergarten program positively impacts student learning. A leading organization, West Ed - focused on improving education through research, development, and service - concluded the following in a policy brief:

- *“Research comparing half-day and full-day kindergarten shows that children benefit from a developmentally appropriate, full-day program, most notably in terms of early academic achievement, a foundation for school and life success. Full-day kindergarten can afford children the academic learning time needed to prepare for mastery of primary-grade reading and math skills. In doing so, such programs help circumvent subsequent needs for remediation or grade retention” (2005).*

Furthermore, the Children’s Defense Fund states:

- *“Full-day kindergarten boosts children’s cognitive learning, creative problem-solving and social competence. Yet for many young children full-day kindergarten is a missing half step in the early learning continuum. Unequal access to publicly funded full-day and full-week high quality kindergarten means too many young children lose a critical opportunity to develop and strengthen foundational skills necessary for success in school and lifelong learning. All children should be guaranteed access to publicly funded full-day kindergarten if they are to meet the learning and work-force challenges of the 21st century” (2014).*

Lastly, in a recent review of a particular full day kindergarten study, the author, CJ Libassi, noted the following,

- *“Indeed, Gibbs calculates that full-day kindergarten produces greater learning gains per dollar spent than other well known early education interventions (such as Head Start and class size reductions). Even better, the extra positive effect for Hispanic students occurred even while raising outcomes for all students. This means that benefits of full-day kindergarten aren’t zero sum. A full-day of kindergarten made all students better off, while also closing the literacy achievement gap between Hispanic and non-Hispanic students by 70 percent.” (Ed Central, 2014).*

This research highlights the impact of full day kindergarten. There is a comprehensive list of resources and researchers that inform the work of horizontal expansion of the kindergarten program. Specific focus is given to scheduling, curriculum, developmentally appropriate practices, and professional development to ensure that we structure and increase learning opportunities for all students.

Villegas, M. (2005, April 1). Full-Day Kindergarten Expanding Learning Opportunities. Retrieved September 28, 2015, from https://www.wested.org/online_pubs/po-05-01.pdf

The Facts about Full Day Kindergarten. (2014, June 1). Retrieved September 28, 2015, from <http://www.childrensdefense.org/library/data/the-facts-about-full-day.pdf>

Libassi, C. (2014, December 5). Best Research Yet on the Effects of Full-Day Kindergarten - EdCentral. Retrieved September 28, 2015, from <http://www.edcentral.org/fullday-k-research/>

Implementation Plan

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Key actions to occur along with the outcome and milestone date. Specific actions with more detail will be managed in a tracking tool and be used as part of the Strategy Action Team Meetings.

Key Actions	Outcomes	Milestone Dates
1. FDK website developed and live	FDK website	October 2015
2. Development, distribution, and analysis of an FDK participation interest survey to be distributed to parents of current students, charter school parents and preschool parents.	Projected enrollment information from community	November 2015
3. Development of a FAQ for parents/community	FAQ posted on website	November 2015
4. <i>Secure civil engineer and begin document preparation for township for modular classrooms</i>	<i>Application for permits</i>	<i>December 1, 2015</i>
5. <i>Submit land development documents to township for modular classrooms</i>	<i>Permits</i>	<i>December/January 2015</i>
6. Visit FDK programs in other districts	Draft of FDK Schedule	December 2015
7. Develop FDK curriculum	Kindergarten Curriculum Guide	January - April 2016
8. Research instructional schedules from other FDK	Draft FDK schedule identified	January 2016
9. Conduct a series of parent informational forums	Parent Information Forums scheduled and held	January 2016 May 2016 August 2016
10. <i>Contract negotiation of modular lease</i>	<i>Contract secured</i>	<i>February - April 2016</i>
11. Early Kindergarten Information Night and Registration	Preliminary enrollment figures	February 2016
12. Advertise and promote FDK	Articles, announcements	February – June 2016
13. Confirm staffing projections	Advertise and post positions	February – April 2016
14. <i>Construction of modular classrooms</i>	<i>Modular in place</i>	<i>March – July 2016</i>
15. Hiring process for teachers and staff defined and implemented	Positions staffed	April – July 2016
16. Kindergarten registration with InfoSnap	Enrollment projections updated	May 2016
17. Conduct professional development for FDK staff	Professional development provided	June 2016-June 2017
18. Purchase materials/resources for FDK	Materials/resources in place	July –August 2016
19. <i>Move into modular classrooms</i>	<i>Classrooms completed, equipped, furnished</i>	<i>August 15, 2016</i>
20. FDK Parent Survey	Parent satisfaction data	June 2017

Monitoring & Success Plan

How will we monitor progress and identify success?

Outcome	Method/Metric	Frequency	Criteria																								
Increase in enrollment	Enrollment Data	Monthly Basis & Annually	Dependent upon option (enrollment 264/308)																								
Decrease in charter school payments	Charter School Enrollment Data	Monthly Basis & Annually	Decrease of \$270,000																								
Increase percentage of students meeting & exceeding grade level expectations K-2	Progress Reports Assessment Results	3 times per year Nov, March, June	Current MAP Results: <table border="1"> <thead> <tr> <th>Grade</th> <th>Math</th> <th>Rdg</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>61%</td> <td>46%</td> </tr> <tr> <td>1</td> <td>73%</td> <td>65%</td> </tr> <tr> <td>2</td> <td>70%</td> <td>65%</td> </tr> </tbody> </table> Targeted Increase MAP Results: <table border="1"> <thead> <tr> <th>Grade</th> <th>Math</th> <th>Rdg</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>66%</td> <td>55%</td> </tr> <tr> <td>1</td> <td>78%</td> <td>70%</td> </tr> <tr> <td>2</td> <td>75%</td> <td>70%</td> </tr> </tbody> </table>	Grade	Math	Rdg	K	61%	46%	1	73%	65%	2	70%	65%	Grade	Math	Rdg	K	66%	55%	1	78%	70%	2	75%	70%
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Increase in the number of students	ESL exit and monitoring status	Annually	Increase from <u>10%</u> to <u>13%</u>																								

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exited from the ESL program K-2	data		students exiting the ESL Program K-2
Positive parent survey data	FDK Parent Survey	Annually	80% parent satisfaction rate

Financial Impact

How much will the project cost if completed according to the strategic intent? How will estimated costs impact the implementation timeline?

2016-2017

	Option #1 FDK w/in PLE		Option #2 FDK w/ Modular Classrooms	
Additional Staffing	6 teachers 1 spec ed teacher 1 ESL teacher 3 paras	\$ 656,965	8 teachers 1 spec ed teacher 1 ESL teacher 3 paras	\$ 812,643
Physical Space	classrooms in PLE	\$ -	6 modular classrooms	\$ 2,027,875
Classroom Materials/Supplies	Materials for 6 classrooms	\$ 32,674	Materials for 8 classrooms	\$ 43,565
Furniture	Furniture for 6 classrooms	\$ 5,480	Furniture for 8 classrooms	\$ -
Technology	Technology for 6 classrooms	\$ 3,500	Technology for 8 classrooms	\$ -
Professional Development	Professional Development	\$ 24,000	Professional Development	\$ 28,000
Total		\$ 722,619		\$ 2,912,083
Charter/Cyber School Tuition		\$ (275,197)		\$ (707,648)
GRAND TOTAL		\$ 447,422		\$ 2,204,435

Strategic Action Team Members

Name	Position
Mr. Tom Alexander	Director of Educational Support Services
Mr. Dan Carsley	Business Manager
Mr. Matt Crockett	Supervisor of Grounds & Facilities
Mr. Herman Engel	Board Member
Dr. Cynthia Holland	Penn London Elementary Principal
Dr. Wendi Lee Kraft	Director of Personnel
Mrs. Patti Lyons	Board Member
Ms. Suzanne Magee	Penn London Elementary Assistant Principal
Dr. Kalia Reynolds	Director of Elementary Teaching & Learning

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Strategic Intent Steering Committee Endorsement Date: _____